INDEX TO VOLUME 22 (2007)

Volume 22 Number 1 – February 2007

Editorial 2

Articles

Joseph Mintz
Attitudes of primary initial teacher training students to special educational needs and inclusion 3

Paul Timmins and Carol Miller
Making evaluations realistic: the challenge of complexity 9

Janet Preis
Strategies to promote adaptive competence for students on the autism spectrum 17

Steve Rayner
A teaching elixir, learning chimera, or just fool's gold? Do learning styles matter? 24

Rose Dowd and Hilary Thorne
Developing levels of consultation in an Inner London Borough 31

Fraser Lauchlan and Christopher Boyle
Is the use of labels in special euducation helpful? 36

Notes on contributors 43

REVIEWS 44

Volume 22 Number 2 – May 2007

Guest Editorial 50

Articles

Mary Nugent
Comparing inclusive and segregated settings for children with dyslexia – parental perspectives from Ireland 52

Christopher Blake and Elizabeth C. Monahan
Rethinking teacher preparation for EBD students: towards a partnership model 60

Fiona Forbes
Towards inclusion: an Australian perspective 66

John Baker
The British Government's strategy for SEN – implications for the role and future development of special schools 72

Jenna Goodgame
Beyond words: dance and movement sessions with young people with social, emotional and behavioural difficulties in Estonia 78

Paul B. Jantz and Gail A. Coulter
Child and adolescent traumatic brain injury: academic, behavioural, and social consequences in the classroom 84

Mercedes Acevedo and Anne Gilchrist
Tuition for children who cannot attend school due to illness in Scotland: experiences of home tutors 90

Notes on contributors 96

REVIEWS 98

Volume 22 Number 3 – August 2007

Guest Editorial 106

Articles

Melanie Nind
Supporting lifelong learning for people with profound and multiple learning difficulties 111

Dave Hewett
Do touch: physical contact and people who have severe, profound and multiple learning difficulties 116

Mark Barber
Imitation, interaction and dialogue using Intensive Interaction: tea party rules 124

Jean Ware and Peter Thorpe
Assessing and teaching children at the early stages of development. Combining psychology and ICT: an evaluation of a short inservice course for teachers of pupils with PMLD 131

Rob Ashdown and Chris Darlington
Special school reorganization by a local unitary authority: some lessons learned 137

Dawn B. Male and Matthew Rayner
Who goes to SLD schools? Aspects of policy and provision for pupils with profound and multiple learning difficulties who attend special schools in England 145

Notes on contributors 153

REVIEWS 155

Volume 22 Number 4 – November 2007

Editorial 162

Guest Editorial 163

Articles

Barbara Cole
Mothers, gender and inclusion in the context of home–school relations 165

Mithu Alur
Forgotten millions: a case of cultural and systemic bias 174

Helen Gunter and Pat Thomson
Learning about student voice 181

Jennifer Lavia
Girls and special education in the Caribbean 189

Nicola Rollock
Why Black girls don't matter: exploring how race and gender shape academic success in an inner city school 197

Geoff Tennant
IEPs in mainstream secondary schools: an agenda for research 204

Notes on contributors 209

REVIEWS 210

© nasen 2007